

GOVERNMENT & CIVICS		
The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>People form governments to establish order, provide security, and accomplish common goals.</b>		
<b>SS-M6-1.1.1</b> Student will identify and compare and contrast the most common forms of government (monarchy, democracy, republic, dictatorship) in the modern world.	<b>SS-M7-1.1.1</b> Student will identify and compare and contrast the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	<b>SS- M8-1.1.1</b> Student will identify and compare and contrast the most common forms of government (monarchy, democracy, republic, dictatorship).
<b>SS-M6-1.1.2</b> Students will explain how democratic governments of the modern world function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws.	<b>SS-M7-1.1.2</b> Students will explain how some early civilizations (Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility and freedom).	<b>SS-M8-1.1.2</b> Students will explain how democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).
		<b>SS-M8-1.1.3</b> Students will explain how the Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.
<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>		
		<b>SS-M8-1.2.1</b> Students will explain how the U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances
		<b>SS-M8-1.2.2</b> Students will explain how the federal (national) and state governments have both separate and shared powers.

All citizens of the United States have certain rights and responsibilities as members of a democratic society.

**SS-M8-1.3.1**

Students will explain how the United States Declaration of Independence, the Constitution, and the Bill of Rights establish democratic principles and guarantee certain rights (freedom of religion, freedom of expression and association, personal privacy) for all citizens.

**SS-M8-1.3.2**

Students will explain how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military) for its functioning.

**CULTURE & SOCIETY**

**Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.**

**6<sup>th</sup> Grade**

**7<sup>th</sup> Grade**

**8<sup>th</sup> Grade**

**Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.**

**SS-M6-2.1.1**

**Students will explain how the elements of culture (e.g., language, art, customs, beliefs, literature) serve to define specific groups in the modern world and may result in unique perspectives. See Arts and Humanities Chart**

**SS-M7-2.1.1**

**Students will explain how elements of culture (e.g., language, art, customs, beliefs, literature, legends) served to define specific groups in the early civilizations prior to 1500 A.D. and have resulted in unique perspectives. See Arts and Humanities Chart**

**SS-M8-2.1.1**

**Students will explain how the elements of culture (e.g., language, art, customs, beliefs, literature, folktales) served to define specific groups in the United States prior to Reconstruction and have resulted in unique perspectives. See Arts and Humanities Chart**

**Within different cultures, social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.**

**SS-M6-2.2.1**

*Students will compare and contrast how cultures of the modern world develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.*

**SS-M7-2.2.1**

*Students will compare and contrast how cultures of early civilizations prior to 1500 A.D. developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.*

**SS-M8-2.2.1**

*Students will compare and contrast how cultures in the United States prior to Reconstruction developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.*

**Social interactions among individuals and groups assume various forms.**

**SS-M6-2.3.1**

**Students will give examples of social interactions including, conflict and competition, (e.g., political, economic, religious, ethnic) among individuals and groups in the modern world.**

**SS-M7-2.3.1**

*Students will give examples of social interactions including, conflict and competition, (e.g., political, economic, religious, ethnic) among individuals and groups in early civilizations prior to 1500 A.D.*

**SS-M8-2.3.1**

**Students will give examples of social interactions including, conflict and competition, (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction.**

<b>SS-M6-2.3.2</b> <b>Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups.</b>	<i>SS-M7-2.3.2</i> <i>Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups.</i>	<b>SS-M8-2.3.2</b> <b>Students will explain how compromise and cooperation were used to resolve conflict among individuals and groups in the United States prior to Reconstruction.</b>
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ECONOMICS		
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).		
<b>SS-M6-3.1.1</b> Students will give examples of and explain how scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants) requires individuals, groups and governments in the modern world to make decisions about how productive resources (land, labor, capital) will be used.	<b>SS-M7-3.1.1</b> Students will give examples of and explain how scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants) required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (land, labor, capital) were used.	<b>SS-M8-3.1.1</b> Students will give examples of and explain how scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants) required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (land, labor, capital) were used.
		<b>SS-M8-3.1.2</b> <i>Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.</i>
To deal with the problem of scarcity, people and societies create economic systems and institutions.		
<b>SS-M6-3.2.1</b> Students will describe economic systems (traditional, command, market, mixed) of the modern world.		<b>SS-M8-3.2.1</b> Students will describe the economic system that developed in the United States prior to Reconstruction.
		<b>SS-M8-3.2.2</b> <i>Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.</i>

<b>Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.</b>		
<b>SS-M6-3.3.1</b> <i>Students will explain how in modern world and market economies the prices of goods and services are determined by supply and demand.</i>		<b>SS-M8-3.3.1</b> <i>Students will explain how in the United States prior to Reconstruction the prices of goods and services were determined by supply and demand.</i>
<b>SS-M6-3.3.2</b> <i>Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest, and save.</i>		<b>SS-M8-3.3.2</b> <i>Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest, and save in the United States prior to Reconstruction.</i>
<b>SS-M6-3.3.3</b> <i>Students will explain how competition among buyers and sellers impacts the price of goods and services in the modern world.</i>		<b>SS-M8-3.3.3</b> <i>Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</i>
<b>All societies deal with questions about production, distribution, and consumption.</b>		
<b>SS-M6-3.4.1</b> <b>Students will explain ways in which societies in the modern world address basic economic questions about the production, distribution, and consumption of goods and services.</b>	<b>SS-M7-3.4.1</b> <b>Students will explain ways in which societies in early civilizations prior to 1500 A.D. addressed basic economic questions about the production, distribution, and consumption of goods and services.</b>	<b>SS-M8-3.4.1</b> <b>Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction.</b>
<b>SS-M6-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization has increased human productivity in the modern world.</b>	<b>SS-M7-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.</b>	<b>SS-M8-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</b>
		<b>SS-M8-3.4.3</b> <b>Students will explain how personal, national, and international economic activities are interdependent.</b>

GEOGRAPHY		
Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.		
6 <sup>th</sup> grade	7 <sup>th</sup> Grade	8 <sup>th</sup> grade
<b>Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.</b>		
<b>SS-M6-4.1.1</b> Students will use geographic tools (maps, globes, photographs, models, charts, graphs, databases and satellite images) to identify and describe patterns and locations on Earth's surface.	<b>SS-M7-4.1.1</b> Students will use geographic tools (maps, globes, photographs, models, and satellite images) to identify and describe patterns and locations on the Earth's surface.	<b>SS-M8-4.1.1</b> Students will use geographic tools (maps, globes, photographs, models, and satellite images) to identify and describe patterns and locations on Earth's surface.
<i>SS-M6-4.1.2</i> <i>Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the modern world.</i>	<i>SS-M7-4.1.2</i> <i>Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.</i>	<i>SS-M8-4.1.2</i> <i>Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.</i>
<b>Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.</b>		
<b>SS-M6-4.2.1</b> Students will describe how places (world regions) can be made distinctive by human activities that alter physical features.	<i>SS-M7-4.2.1</i> <i>Students will describe how places (early civilizations prior to 1500 A.D.) were made distinctive by human activities that alter physical features.</i>	<i>SS-M8-4.2.1</i> <i>Students will explain how places (United States history to Reconstruction) were made distinctive by human activities that alter physical features.</i>
<b>SS-M6-4.2.2</b> Students will describe and identify how places and regions (of the modern world) change over time as new technologies, resources, and knowledge become available.	<b>SS-M7-4.2.2</b> Students will describe and identify how places and regions (early civilizations prior to 1500 A.D) changed over time as new technologies, resources, and knowledge became available.	<b>SS-M8-4.2.2</b> Students will describe how places and regions (United States history to Reconstruction) changed over time as new technologies, resources, and knowledge became available.
<i>SS-M6-4.2.3</i> <i>Students will describe regions in the modern world by their physical and human characteristics.</i>	<i>SS-M7-4.2.3</i> <i>Students will describe regions in early civilizations by their physical and human characteristics.</i>	<i>SS-M8-4.2.3</i> <i>Students will describe regions in the United States prior to Reconstruction by their physical and human characteristics.</i>

<b>Patterns emerge as humans move, settle, and interact on Earth's surface.</b>		
<b>SS-M6-4.3.1</b> Students will describe patterns of human settlement (world geographic regions) and explain how these patterns are influenced by human needs.	<b>SS-M7-4.3.1</b> Students will describe patterns of human settlement (early civilizations prior to 1500 A.D.) and explain how these patterns were influenced by human needs.	<b>SS-M8-4.3.1</b> Students will describe patterns of human settlement (United States prior to Reconstruction) and explain how these patterns were influenced by human needs.
<b>SS-M6-4.3.2</b> Students will explain why human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology in world geographic regions.	<b>SS-M7-4.3.2</b> Students will explain why human populations changed and/or migrated because of factors such as war, famine, disease, economic opportunity, and technology in, early civilizations prior to 1500 A.D.	<b>SS-M8-4.3.2</b> Students will explain why human populations changed and/or migrated because of factors such as war, famine, disease, economic opportunity, and technology in the United States prior to Reconstruction.
<b>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</b>		
<b>SS-M6-4.4.1</b> Students will explain how technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area) in regions in the modern world.	<b>SS-M7-4.4.1</b> Students will explain how technology assisted human modification of the physical environment (e.g. dams, irrigation) in early civilizations prior to 1500 A.D.	<i>SS-M8-4.4.1</i> <i>Students will explain how technology assisted human modification of the physical environment (e.g. canals, dams, irrigation, clearing land) in the United States prior to Reconstruction.</i>
<b>SS-M6-4.4.2</b> Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in regions in the modern world.	<b>SS-M7-4.4.2</b> Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.	<i>SS-M8-4.4.2</i> <i>Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.</i>
<i>SS-M6-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social, and economic development.</i>	<i>SS-M7-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social, and economic development</i>	<i>SS-M8-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social, and economic development.</i>
<i>SS-M6-4.4.4</i> <i>Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the modern world.</i>		<i>SS-M8-4.4.4</i> <i>Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g. farming, industrial, residential, recreational).</i>



HISTORY		
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
History is an account of human activities that is interpretive in nature.		
<b>SS-M6-5.1.1</b> <i>Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in regions of the modern world.</i>	<b>SS-M7-5.1.1</b> <b>Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.</b>	<b>SS-M8-5.1.1</b> <b>Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history to Reconstruction.</b>
	<b>SS-M7-5.1.2</b> <b>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships.</b>	<b>SS-M8-5.1.2</b> <b>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships.</b>
The history of the United States (U.S prior to Reconstruction) is a chronicle of a diverse people and the nation they formed.		
		<b>SS-M8-5.2.1</b> <b>Students will explain events and conditions that led to the "great convergence" of European, African, and native American people beginning in the late 15th century, and how America's diverse society began as a result of these events.</b>

		<b>SS-M8-5.2.2</b> Students will explain how the ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), that developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.
		<b>SS-M8-5.2.3</b> Students will explain how the growth of democracy and geographic expansion occurred and were significant in the United States prior to Reconstruction.
		<b>SS-M8-5.2.4</b> Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.
<b>The history of the world (ancient civilizations prior to 1500 A.D) is a chronicle of human activities and human societies.</b>		
<b>SS-M6-5.31</b> Students will identify similarities and differences among people living in the United States, Canada, and Mexico (e.g., indigenous peoples, immigrants, economy, government, culture).	<b>SS-M7-5.3.1</b> Students will explain how, as early hunters and gatherers developed new technologies, they settled into organized civilizations.	
	<b>SS-M7-5.3.2</b> Students will describe the rise of classical civilizations and empires, and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.	

	<b>SS-M7-5.3.3</b> Students will describe the rise of non-Western cultures and explain ways in which these cultures influenced the modern world in government, philosophy, art, drama, and literature.	
	<b>SS-M7-5.3.4</b> Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and explain how these developments influenced modern societies.	
	<b>SS-M7-5.3.5</b> Students will explain how the Age of Exploration produced extensive contact among isolated cultures.	